

The Louisiana Purchase

Authors: Erin Castelow and Jenn Twardowski

Lesson Description: Students will be examining and discussing the effects of the Louisiana Purchase on the United States. They will focus on the expansion of the country, the population growth, trade opportunities, and bordering enemies.

Grade: 4-5

Time Required: Two 45-50 minute class periods

Benchmark[s] Addressed: History Standard One: Students will study historical events and persons within a given time-frame in order to identify related cause-and-effect factors.

Essential Question Addressed: In what ways did the Louisiana Purchase effect the United States?

Enduring Understanding: The Louisiana Purchase was perhaps the “making point” in United States history. The “making point” included doubling the size of the country, increasing trading opportunities, and pushing enemies out of U.S. territory.

Materials:

- KWL chart
- book: *Louisiana Purchase*, by Peter and Connie Roop
- Hand-outs #1 and #1a: U.S. maps, before 1803
- Hand-out #2: U.S. map, current
- Hand-out #3: Letter from Paris
- Hand-out #4: Treaty (Articles V and VII)
- Hand-out #5: U.S. map, after 1803
- Hand-out #6: Census chart
- Hand-out #7: U.S. map, after 1803
- Hand-out #8: Photos and passage
- Hand-out #9: Cause-and-effect chart
- construction paper and directions to make a foldable (Big Book of Social Studies by Dinah Zike, p.16)
- markers

Procedures:

Day One –

1. The class will complete the “K” and “W” sections of the KWL chart on an overhead transparency: “The Louisiana Purchase and its effects on the United States?”
2. The class will be shown a map of the United States before 1803 (Hand-outs #1 and #1a). Then they will be shown a current map of the United States (Hand-out #2). Together, they will compare and contrast the two maps.
3. As a class, they will discuss how the Louisiana area was owned, first by Spain, then by France.
4. The teacher will give each student a copy of the letter from Paris (Hand-out #3). The class will discuss “Why is this letter important to the United States?” The

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Lesson Plan Template

teacher will need to focus on the fact that the United States was only a small portion of North America.

5. The class will listen to the story *Louisiana Purchase*, by Peter and Connie Roop. They will discuss the aspects of the book that deal with the “enduring understanding.”

Sample questions to ask:

“What effects did the Lewis and Clark expedition of Louisiana have on the United States’ decision to purchase it?”

“What states were formed by the Louisiana Purchase?”

Day Two –

1. The teacher will review what the class discussed yesterday, focusing on the maps, the articles, and the book.
2. The class will then be given a copy of the Treaty between France and the United States, Articles V and VII (Hand-out #4). The teacher will read the Treaty and Articles aloud. Students will be asked to underline any words they are not familiar with. After the first reading, the teacher will ask for unfamiliar words. The class will discuss the meanings of these words based on previous knowledge, related words, context, etc... The class will then read and “decipher” the articles together, discussing the removal of troops and cross-country trading.

Sample questions to ask:

“Why would the United States want the French and Spanish military removed from their new territory?”

“What effects would the removal of other countries’ troops have on the United States?”

“Why would the United States allow France and Spain to still use the port of New Orleans?”

“What effects would this 12-year agreement have on the United States?”

3. A map of the United States, after 1803, will be handed out (Hand-out #5). The class will compare it to the previous maps from yesterday, discussing growth of the country.
4. The census chart will also be given to each student (Hand-out #6). The class will see how the population of the United States has grown over time.

Sample questions to ask:

“What information does this chart contain?”

“How has the population changed or remained the same?”

“What trends appear on the chart?”

“How might you account for the changes or trends?”

5. The class will then complete the “L” section of the KWL chart.

Debrief: Students will get into small groups. They will be given another map of the United States, after 1803 (Hand-out #7) and two photos of documents with Napoleon Bonaparte’s signature and a passage (Hand-out #8). They can also use the previous hand-outs to complete the activity. After reading and reviewing the material in their group, the students will answer the following questions – 1.) What are some effects of the Louisiana Purchase on the United States? 2.) What caused the United States to remove the French and Spanish military from the Louisiana area? 3.) How was trade either increased or decreased after the Louisiana Purchase?

With a partner, the students will create a foldable (directions in Big Book of Social Studies by Dinah Zike, p. 16) to resemble a map of the United States. On the first inside section they will draw a map of the United States before the Louisiana Purchase. The

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second inside section should contain a map of the United States right after the Louisiana Purchase. The third inside section will be a map of the United States, current day.

Assessment: The students will be required to complete a cause-and-effect chart (Hand-out #9). They need to be able to label four effects of the Louisiana Purchase on the United States.

References:

*See links under attached hand-outs.

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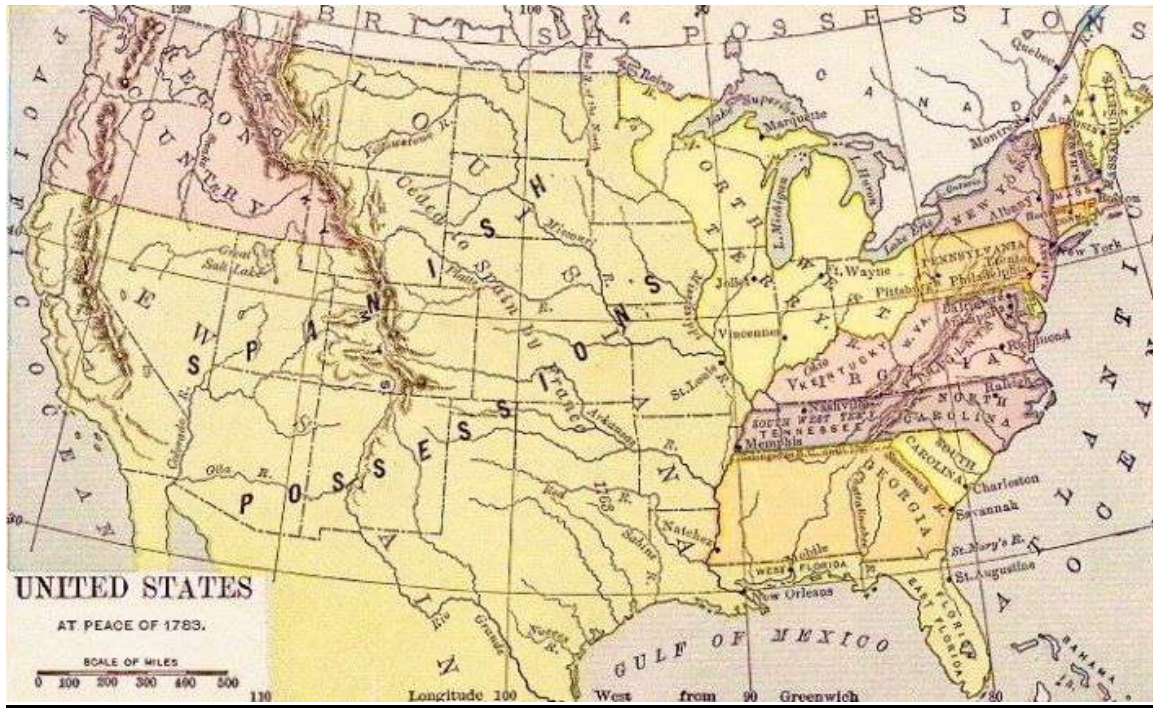
Hand-out #1

www.earlyamerica.com

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Hand-out #1a



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Hand-out #2

<http://www.mapsofworld.com/usa/usa-state-and-capital-map.html>

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Hand-out #3

Title: Extract of a letter from London, forwarding news from Paris, Feb. 22, that the French intend to settle Louisiana and Florida under command of Gen. Bernadotte. Goza. [a machine-readable transcription]

Author:

Print *Extract of a letter from London, forwarding news from Paris, Feb. 22, that the French intend to settle Louisiana and Florida under command of Gen. Bernadotte. Goza.*

3:3
Philadelphia Gazette and Daily Advertiser
Philadelphia, PA
4/17/1802

The ,

AND DAILY ADVERTISER.

SATURDAY, 7th APRIL 1802.

Extract of a letter from London , dated 1st March , 1802.

" The following is a paragraph of a letter, which I have this moment received from a friend in Paris , under date of 22d Feb. It is important, and should be known in America :"

" It is determined, that a Colony shall be settled in LOUISIANA and FLORIDA . Gen. Bernadotte is to have the command ; its departure will perhaps depend on the accounts expected from St. Domingo ; preparations are now making for this expedition. I understand the Indian nations, adjoining Florida, have agents now here, for the purpose of making Treaties with this Country, to unite themselves with the troops or settlers, that may be sent from hence. The establishment of this Colony is said to be a darling object, and it will be pursued with ardor, unless the difficulties that may arise at St. Domingo, should derange the present plan."

<http://fulltextt6.fcla.edu/cgi/t/text/text-idx?c=flnp;cc=flnp;sid=24f5e7e113a830356d989cfcd7d6a32;view=text;rgn=main;idno=UF00002345>

Hand-out #4

Note: The three documents transcribed here are the treaty of cession and two conventions, one for the payment of 60 million francs (\$11,250,000), the other for claims American citizens had made against France for 20 million francs (\$3,750,000).

THE LOUISIANA PURCHASE**TRANSCRIPTIONS****TREATY BETWEEN
THE UNITED STATES OF AMERICA
AND THE FRENCH REPUBLIC**

The President of the United States of America and the First Consul of the French Republic in the name of the French People desiring to remove all Source of misunderstanding relative to objects of discussion mentioned in the Second and fifth articles of the Convention of the 8th Vendé miaire an 9/30 September 1800 relative to the rights claimed by the United States in virtue of the Treaty concluded at Madrid the 27 of October 1795, between His Catholic Majesty & the Said United States, & willing to Strengthen the union and friendship which at the time of the Said Convention was happily reestablished between the two nations have respectively named their Plenipotentiaries to wit The President of the United States, by and with the advice and consent of the Senate of the Said States; Robert R. Livingston Minister Plenipotentiary of the United States and James Monroe Minister Plenipotentiary and Envoy extraordinary of the Said States near the Government of the French Republic; And the First Consul in the name of the French people, Citizen Francis Barbé Marbois Minister of the public treasury who after having respectively exchanged their full powers have agreed to the following Articles.

Art: V

Immediately after the ratification of the present Treaty by the President of the United States and in case that of the first Consul's shall have been previously obtained, the commissary of the French Republic shall remit all military posts of New Orleans and other parts of the ceded territory to the Commissary or Commissaries named by the President to take possession--the troops whether of France or Spain who may be there shall cease to occupy any military post from the time of taking possession and shall be embarked as soon as possible in the course of three months after the ratification of this treaty.

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Art: VII

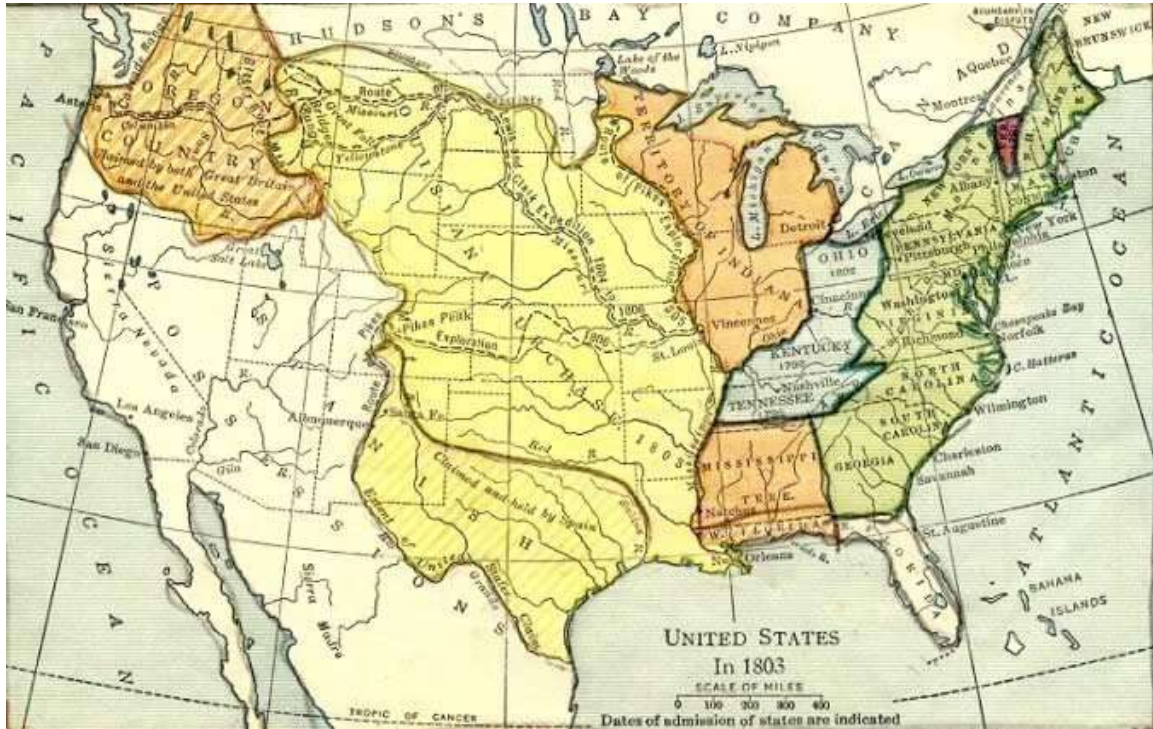
As it is reciprocally advantageous to the commerce of France and the United States to encourage the communication of both nations for a limited time in the country ceded by the present treaty until general arrangements relative to commerce of both nations may be agreed on; it has been agreed between the contracting parties that the French Ships coming directly from France or any of her colonies loaded only with the produce and manufactures of France or her Said Colonies; and the Ships of Spain coming directly from Spain or any of her colonies loaded only with the produce or manufactures of Spain or her Colonies shall be admitted during the Space of twelve years in the Port of New-Orleans and in all other legal ports-of-entry within the ceded territory in the Same manner as the Ships of the United States coming directly from France or Spain or any of their Colonies without being Subject to any other or greater duty on merchandize or other or greater tonnage than that paid by the citizens of the United States. During that Space of time above mentioned no other nation Shall have a right to the Same privileges in the Ports of the ceded territory--the twelve years Shall commence three months after the exchange of ratifications if it Shall take place in France or three months after it Shall have been notified at Paris to the French Government if it Shall take place in the United States; It is however well understood that the object of the above article is to favour the manufactures.

<http://www.historybuff.com/library/reftreaty1.html>

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Hand-out #5



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Hand-out #6**United States' Population And Census Cost**

<u>Census Year</u>	<u>Population</u>	<u>Census Cost</u>
1790	3,929,214	\$44,377
1800	5,308,483	66,109
1810	7,239,881	178,445
1820	9,633,822	208,526
1830	12,866,020	378,545
1840	17,069,458	833,371
1850	23,191,876	1,423,351
1860	31,443,321	1,969,377
1870	38,558,371	3,421,198
1880	50,155,783	5,790,678
1890	62,979,766	11,547,127
1900	76,303,387	11,854,000
1910	91,972,266	1,596,800
1920	105,710,620	2,511,700
1930	122,775,046	40,156,000
1940	131,669,275	67,527,000
1950	151,325,798	91,462,000
1960	179,323,175	127,934,000
1970	203,302,031	247,653,000
1980	226,542,199	1,078,488,000
1990	248,718,301	2,492,830,000
2000	281,421,906	4,500,000,000

<http://www.census.gov/prod/2002pubs/pol02-ma.pdf>

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Hand-out #7



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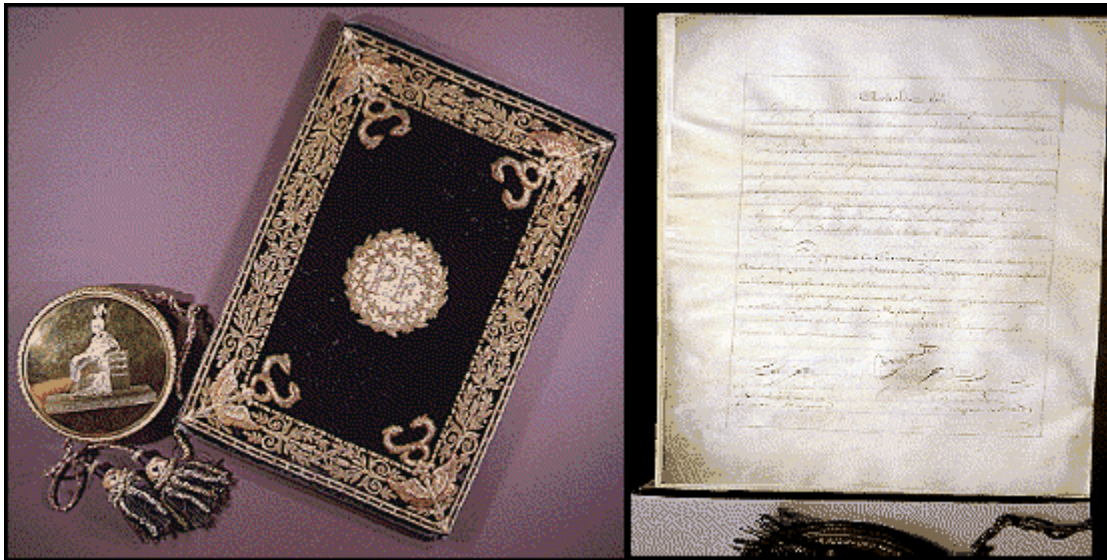
Hand-out #8

"Let the Land rejoice, for you have bought Louisiana for a Song."

--Gen. Horatio Gates to President Thomas Jefferson, July 18, 1803

The Louisiana Purchase has been described as the greatest real estate deal in history. In 1803 the United States paid France \$15 million for the Louisiana Territory--828,000 square miles of land west of the Mississippi River. The lands acquired stretched from the Mississippi River to the Rocky Mountains and from the Gulf of Mexico to the Canadian border. Thirteen states were carved from the Louisiana Territory. The Louisiana Purchase nearly doubled the size of the United States, making it one of the largest nations in the world.

U.S. treaties with foreign powers are preserved at the National Archives.



Louisiana Purchase Treaty, April 30, 1803

The Louisiana Purchase consists of three separate agreements between the United States and France: a treaty of cession and two agreements providing for the exchange of monies in the transaction. The volume shown above is the French exchange copy of the convention providing for the settlement of an earlier debt owed by France to the United States. The first image shows the volume closed; the second shows the volume open to the page bearing Napoleon Bonaparte's signature.

http://www.archives.gov/exhibits/american_originals/loupurch.html

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Hand-out #9

Name _____

Date _____

In the table below, list the 4 effects of the Louisiana Purchase on the United States. Refer back to your hand-outs and think about our discussions to help you complete the activity.

<u>Cause</u>	<u>Effect</u>
The Louisiana Purchase	1.
	2.
	3.
	4.

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Rivers of Words: Exploring with Lewis and Clark

RESOURCES

3. Library of Congress Images



• Journals and letters

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« GO BACK TO THE MOVIE

Animals and Plants

- » (antelope)
[Illustration of antelope in North American Animals advertising booklet](#)
- » (bear)
[Captain Clark and his men shooting bears \(1810 illustration by Patrick Gass\)](#)
- » (bear)
[An American having struck a bear but not killed him, escapes into a tree \(1810 illustration by Patrick Gass\)](#)
- » (bear)
[Jagd auf grizzly Bären - chasse au grizzly bear - hunting of the Grizzly bear \(undated print\)](#)
- » (beaver)
[Mountain Beaver \(Audubon, 1845-48\)](#)
- » (beaver)
[Beaver with baby beaver \(undated drawing\)](#)
- » (buffalo)
[American bison \(1906 panoramic view\)](#)
- » (buffalo)
[As it was in the old days \(Edward Curtis photo\)](#)
- » (buffalo)
[Buffaloes at rest \(1911 color lithograph\)](#)
- » (buffalo)
[Herd of Bison near Lake Jessie \(from Serial Set 1054\)](#)
- » (buffalo)
[Hunting the buffalo \(from History of the Indian Tribes of North America\)](#)
- » (fir tree)
[Tsuga and Abies \(1913 photographs of hemlock and fir trees - Crater Lake, Oregon\)](#)
- » (fish)
[Chinook Salmon \(1970 color illustration from Salmon of the World\)](#)
- » (meadowlark)
[Meadowlark \(color engraving\)](#)
- » (plants)
[Rose-colored musk \(Mimulus Lewisii\)](#)
- » (plants)
[Herbarium sheet - plants collected by Lewis and Clark \(from Rivers, Edens, Empires exhibit\)](#)
- » (prairie dog)
[Illustration of prairie dog \(in 1910 North American Animals advertising booklet\)](#)
- » (seals)
[Seals by beach \(1800's illustration\)](#)
- » (wolf)
[Lupus Townshend \(1858 color illustration by Titian Peale\)](#)

People

- » (Clark, William)
[William Clark \(color painting by Charles Peale\)](#)
- » (Clark, William)
[William Clark \(1903 portrait from Famous People - Selected Images from the Collections of the Library of Congress\)](#)
- » (Indian council)

- » [Captain Lewis & Clark holding a council with the Indians \(1810 illustration by Patrick Gass\).](#)
- » **(Indian confrontation)**
[Captain Lewis shooting an Indian \(1810 illustration by Patrick Gass\)](#)
- » **(Jefferson, Thomas)**
[Thomas Jefferson \(color painting reproduced from the original painting by Rembrandt Peale through the courtesy of the New York Historical Society\)](#)
- » **(Jefferson, Thomas)**
[Leaders of the Continental Congress - John Adams, Morris, Hamilton, Jefferson \(1894 print\)](#)
- » **(Lewis, Meriwether)**
[Meriwether Lewis \(color painting by Charles Peale\)](#)
- » **(Lewis, Meriwether)**
[Meriwether Lewis \(1805 engraving by Charles Balthazar Julien Fevret de Saint-Mémin\)](#)
- » **(Lewis and Clark)**
[Lewis and Clark on the Columbian River \(1906 color illustration by Frederic Remington from *Collier's Magazine*\)](#)
- » **(Mandan Indians)**
[On the banks of the Missouri \(1908 photograph\)](#)
- » **(Napoleon)**
[Painting of Napoleon \(1905 - 1915 glass negative of painting\)](#)
- » **(Nez Perce Indians)**
[Nez Perce man, Old Fort Walla Walla on the Columbia River, Washington \(1841 woodcut\)](#)
- » **(Nez Perce Indians)**
[Nez Perces \(illustration from Serial Set 1054\)](#)
- » **(Rush, Benjamin)**
[Benjamin Rush, half-length portrait, seated at desk, facing right \(1800's engraving\)](#)
- » **(Sacajawea)**
[Early pioneers and trappers, Sacajawea, the bird woman \(1800's illustration\)](#)

Places

- » **(Bitterroot Range)**
[Cabinet National Forest, Montana, Overlooking Clarks Fork Valley into Bitterroot Range from Mt. Silcox Lookout \(1900's photograph\)](#)
- » **(Bitterroot River)**
[Bitterroot River near Fort Owen \(from Serial Set 1054\)](#)
- » **(Clark's Fork, Montana)**
[View of the Clark's Fork and the Ridge of Mountains South of the Flathead Lake Looking Eastward \(from Serial Set 1054\)](#)
- » **(Clearwater River)**
[Nez Perce camp at Spalding, Idaho \(1898 photograph\)](#)
- » **(Columbia River)**
[Columbia River area Indian camp at The Dalles, Oregon \(1853 engraving\)](#)
- » **(Columbia River)**
[Columbia River Junction of Des Chutes \(from Serial Set 1054\)\)](#)
- » **(Columbia River)**
[Nez Perce camp outside walls of Old Fort Walla Walla on the Columbia River, Washington \(1853 engraving\)](#)
- » **(Columbia River)**
[Columbia River Junction of Des Chutes \(\(from Serial Set 1054\)\)](#)
- » **(Council Bluffs)**
[View of the Missouri River & Council Bluffs from an elevation \(1855 engraving\)](#)
- » **(Dalles)**
[Illustration of The Dallas, Oregon \(illustration from Serial Set 1054\)](#)
- » **(Flathead Lake)**
[Flathead Lake Looking Southward \(illustration from Serial Set 1054\)](#)
- » **(Fort Clatsop)**
[Photograph of sign in Seaside, Oregon \(1941 photograph\)](#)
- » **(Great Falls of the Missouri)**
[The Upper Missouri and Great Falls \(from page 414 in the January, 1888 issue of *The Century*\)](#)
- » **(Great Falls of the Missouri)**
[Great Falls of the Missouri River \(illustration from Serial set 1054\)](#)
- » **(Harper's Ferry)**
[Harper's Ferry by moonlight \(1875 lithograph\)](#)
- » **(Judith River)**
[Deerfield Bridge, Spanning Judith River, Danvers vicinity, Fergus County, MT \(1980 photograph\)](#)
- » **(Lemhi Pass)**
[Sign on the continental divide, which is also the boundary between Idaho and Montana \(1942 photograph\)](#)
- » **(Louisville, Kentucky)**
[Bird's eye view of Louisville, Kentucky \(1876 map\)](#)

- » (Mandan Village)
[Mih-tutta-Hangkusch, Mandan Dorf, Village Mandan \(undated print\)](#)
- » (Marias River)
[Marias River \(illustration from Serial Set 1054\)](#)
- » (Missouri River)
[Bear's Teeth - Missouri River - Gate of the Mountains \(illustration from Serial Set 1054\)](#)
- » (Missouri River)
[Rockport, Missouri, on the river \(1908 panoramic photo\)](#)
- » (Oregon Coast)
[View of the Oregon coast from Cape Perpetua \(1936 photograph\)](#)
- » (Pacific Coast)
[Pacific Coastline after a Storm \(1967 color photograph\)](#)
- » (Philadelphia, Pennsylvania)
[Philadelphia 100 years ago \(1875 map\)](#)
- » (Rocky Mountains)
[Heart of the Rockies \(1901 photograph\)](#)
- » (Rocky Mountains)
[The Musquito Trail, Rocky Mountains, of Colorado \(1875 Prang chromolithograph\)](#)
- » (Rocky Mountains)
[Rocky Mountains \(1863 engraving\)](#)
- » (Rocky Mountains)
[Rocky Mountains Looking Westward - Lewis and Clark Pass \(illustration from Serial Set 1054\)](#)
- » (Rocky Mountains)
[Main Chain of the Rocky Mountains \(illustration from Serial Set 1054\)](#)
- » (Saint Louis, Missouri)
[St. Louis Mo. \(1800's Panoramic view of St. Louis from the river, with other illustrations bordering a blank center area\)](#)
- » (Saint Louis, Missouri)
[Pen picture of the progress of the city of St. Louis \(1884 illustration\)](#)
- » (Sheep Mountain, South Dakota)
[In the Bad Lands \(1904 Edward Curtis photogravure of Dakota Indians\)](#)
- » (Shoshone Falls)
[Shoshone Falls \(1913 panoramic photo taken in Twin Falls, Idaho region\)](#)
- » (Snake River)
[Great Falls of Snake River, Idaho territory \(1876 chromolithograph\)](#)
- » (Traveler's Rest/Lolo Trail)
[Lolo vicinity, Missoula County, MT \(1984 photograph\)](#)
- » (Wheeling, West Virginia)
[Bird's Eye View of Wheeling, West Virginia \(1870 map\)](#)

Other Images

- » (aurora borealis)
[The aurora borealis as seen at Dawson, the capitol of Yukon Territory \(1908 photo\)](#)
- » (aurora borealis)
[Illustration in Wonders of Nature \(1857 illustration\)](#)
- » (canoe)
[A canoe striking on a tree \(1810 illustration by Patrick Gass\)](#)
- » (canoe)
[Clark's drawing of Indian canoe, February 1, 1806 \(from Rivers, Edens, Empires exhibit\)](#)
- » (compass and case)
[William Clark's compass and case \(from Rivers, Edens, Empires exhibit\)](#)
- » (gun)
[blunderbuss \(from Rivers, Edens, Empires exhibit\)](#)
- » (houses)
[Captain Clark and his men building a line of huts \(1810 illustration by Patrick Gass\)](#)
- » (Louisiana Purchase)
[Louisiana Purchase exposition \(1904 broadside\)](#)
- » (Mandan earthen lodge)
[Earthen lodge, with bull boat by doorway, North Dakota \(1908 photograph\)](#)
- » (peace medal)
Medal given to Indian tribes (from Rivers, Edens, Empires exhibit)
side 1: <http://www.loc.gov/exhibits/lewisandclark/images/lcp0037p1s.jpg>
side 2: <http://www.loc.gov/exhibits/lewisandclark/images/lcp0037p2s.jpg>
- » (peace pipe)
[Calumet stem, Missouri - possibly collected by Lewis and Clark \(from Rivers, Edens, Empires exhibit\)](#)
- » (peace pipes)
[Sioux pipes - Native American Sioux peace pipes or calumets decorated with feathers, and bird, animal, and human figures \(1851 engraving\)](#)
- » (sextant and other instruments)
[The ship & its furniture \(1850's lithograph\)](#)
- » (Sioux teepee village)

[Dakota village \(1851 Catlin drawing\)](#)

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